

Robertson County Board of Education Evaluation Plan for Certified Staff

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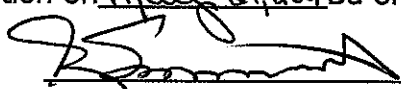
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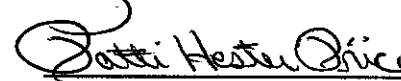
PLAN DEVELOPMENT AND APPROVAL INFORMATION

The Robertson County Superintendent, Chuck Brown, shall be the designated contact person for this evaluation plan. The plan was developed, revised and/or reviewed by two teachers and two administrators listed below and approved by the Robertson County Board of Education on May 21, 2009 Bd order # 052101-11

 Teacher

 Administrator

 Teacher

 Administrator

INTRODUCTION

Robertson County Board of Education recognizes and accepts the responsibility for providing the most effective teaching possible and for serving all students well. Teacher evaluation is one means to assure that effectiveness. We believe that an organized evaluation plan will lead to a more effective and productive teaching staff, while emphasizing professional growth.

PURPOSES

1. Improve student learning.
2. Improve the overall instructional program to provide for education success of students.
3. Motivate personnel to a higher level of performance.
4. Identify and promote effective teaching.
5. Improve the school district's credibility with the community.
6. Provide training for evaluators to assist in improving their instructional leadership.
7. Provide information for use in creating a staff development program.
8. Provide information to be using awarding contracts.
9. Keep the school system in compliance with state mandates.

SECTION I- DEFINITIONS

1.1 ADMINISTRATOR—Any certified person who devotes the majority of their employed time to serve as a principal, assistant principal, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel work, guidance counselor, or school business administrator including any assistant, associate, or deputy superintendent (KRS 156.101).

- 1.2 APPEAL**-A process whereby any certified employee can formally challenge his/her evaluation.
- 1.3 CONFERENCE**-A meeting held within 1 work week following each observation involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and areas for growth leading to establishment or revision of a growth plan.
- 1.4 CONFERENCE, (SUMMATIVE)** A meeting held within one week of the final observation that includes all the evaluation data.
- 1.5 CORRECTIVE ACTION PLAN**-A plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation or formative evaluation. Specific assistance and activities are identified and progress monitored. (To be completed on the IGP form and checked as "Corrective Action".)
- 1.6 EVALUATEE**-A certified employee being evaluated (part and full-time).
- 1.7 EVALUATION**—The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products and performance. Evaluation shall include the establishment and monitoring of a growth plan.
- 1.8 EVALUATION COMMITTEE**-A group of local school district teachers and administrators responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.
- 1.9 EVALUATION PLAN**-The forms and procedures used for formative and summative components.
- 1.10 EVALUATION PROCEDURES**—The steps toward fostering professional growth and supporting personnel decisions.
- 1.10 EVALUATION STANDARDS**-The established level of performance for

certified personnel.

- 1.11 EVALUATOR**-An evaluator is a principal, assistant principal, and/or other administrator assigned by the superintendent and shall be the immediate supervisor of the individual(s) he/she evaluates. The evaluator may designate another administrator as the primary evaluator and/or as a third party observer for the evaluation. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within 5 working days of the teacher's written request, the evaluator shall select the third-party observer.
- 1.12 FORMATIVE EVALUATION**-A continuous cycle of collecting evaluation information and providing feedback and suggestions regarding the certified employee's professional growth and performance.
- 1.13 GROWTH PLAN**-A plan developed by all certified employees below the superintendent with the assistance of the evaluator to be aligned with specific goals and objectives of the school/district improvement and professional development plan and reviewed annually. The professional growth plan of the superintendent shall be pursuant to KRS 156.111.
- 1.14 INDICATORS**-The measurable behaviors and outcomes which demonstrate performance criteria.
- 1.15 OBSERVATION**-A process of gathering factual information openly and with the full knowledge of the teacher or administrator in the performance of duty, based upon predetermined criteria in the district evaluation plan.
- 1.16 PERFORMANCE CRITERIA**-The areas, specific skills and outcomes included in the standards listed in the district evaluation plan for certified personnel.
- 1.17 POST OBSERVATION CONFERENCE**-A meeting between the evaluator and evaluatee to provide feedback. The evaluator and the evaluatee will analyze the results of observation(s) and other information contributing to the establishment or revision of a growth plan.

1.18 PRE-OBSERVATION CONFERENCE-A meeting between the evaluator and the evaluatee to discuss and plan the observation.

1.19 SUMMATIVE EVALUATION- The summary of all evaluation data, including but not limited to the formative evaluation data, occurring at the end of the evaluation cycle. This includes the summative conference, and summative evaluation form which will have space for written response and become part of the official file. A copy of the evaluation is to be provided to the evaluatee.

1.20 SUPPORT STAFF-Any certified staff other than teacher or administrator.

1.21 TEACHER-A teacher is any certified staff person who directly instructs students.

SECTION 2 EVALUATION CYCLE

The Robertson County Certified Personnel Plan is individualized in that each employee is evaluated independently of all other employees including observations, conference, reporting, and planning for professional growth.

Each cycle will include formative observations, summative evaluation, and a growth plan. Formative observation will consists of formal (announced) and informal (unannounced) observations. A master schedule will be maintained and updated annually.

Approximately one-third of the tenured teachers will complete their summative evaluations each year. (Teachers will continue in their current cycle of evaluation) (evaluators may complete summatives every year or when deemed necessary if it is not the evaluation cycle year.)

The evaluation timeline is as follows:

2.1 NON-TENURED TEACHERS-All non-tenured teachers shall be evaluated on approved forms annually and shall be observed a minimum of two times on approved forms.

2.1.a. Orientation to review and discuss the evaluation shall occur within 30 days of reporting to work.

2.1.b. First formative observation shall be by December 15 (The KTIP observation maybe used for one of the Formative observations for the intern teacher but transferred to district forms.)

- 2.1.c.** Second formative observation shall be by March 15.
- 2.1.d.** Conferences are to be within one week of each observation.
- 2.1.e.** Summative evaluation form is to be turned in to the Superintendent for the evaluatee's personnel file. The evaluatee shall receive a copy of the entire evaluation
- 2.1.f.** The Growth plan shall be completed on approved forms annually and sent to the superintendent for the personnel file
- 2.1.g.** A copy of the evaluation shall be provided to the evaluatee.

2.2 TENURED TEACHERS-Certified teachers shall be evaluated at least once every three years on approved forms, but with multiple observations if an observation is unsatisfactory.

- 2.2.a.** Orientation to review and discuss the evaluation plan shall occur within 30 day of reporting to work
- 2.2.b.** Formative observations must be completed by March 15.
- 2.2.c.** Summative Evaluation including all evaluation data (a minimum of once every three years) shall be completed on approved forms and turned in to the Superintendent by April 2 for the personnel file.
- 2.2.d** The Growth plan shall be completed annually and sent to the superintendent for the personnel file.
- 2.2.e.** A copy of the evaluation shall be provided to the evaluatee.

2.3 ADMINISTRATORS-All administrators (except Superintendent) shall have summative evaluations annually on an approved form and turned in to the Superintendent for the personnel file.

- 2.3.a.**
Orientation to review and discuss the evaluation plan shall occur within 30 day of reporting to work
- 2.3.b.** Formative observations must be completed by March 15.

2.3.c Summative Evaluation including all evaluation data (a minimum of once every three years) shall be completed on approved forms and turned in to the Superintendent by April 2 for the personnel file.

2.3.d The Growth plan shall be completed annually and sent to the superintendent for the personnel file.

2.3.f A copy of the evaluation shall be provided to the evaluatee.

SECTION 3 THE EVALUATION PROCESS

The evaluation process begins with an orientation to explain and discuss the evaluation plan and ends with the development of a growth plan. The process is individualized for each employee and, except for orientation which may be accomplished in a group setting, all activities involved the individual employee and evaluator(s).

3.1 CERTIFIED EMPLOYEE ORIENTATION—At the beginning of the school year, certified employees will have the evaluation plan explained and discussed with them. This is required for all certified employees annually within thirty days after reporting for employment. The intent of the orientation is for certified employees to become knowledgeable of the evaluation system. Each evaluator shall conduct sessions individually or in groups at their perspective work places. The orientation meeting shall address the following components of the evaluation system:

- A. Performance Criteria
- B. Evaluation Procedures
- C. Growth Plan
- D. School Consolidated/Improvement Plan

3.2 FORMATIVE PROCESS—The formative process requires the evaluator to gather data related to the performance criteria and to conference with the evaluatee. More specifically, each formative evaluation for teachers shall include:

3.2.a. Pre observation conference—Evaluator and evaluatee meet to discuss classroom observation session. Teachers complete the pre observation information sheet. This form is required for a formal observation

3.2.b.Observation-Observing the employee openly in the workplace Setting. Documenting specific information to share with the Employee. Formal observation of a complete instructional block Of time is required.

3.2.c. Post observation conference -Conferencing with the evaluatee to

Identify strengths and areas of growth within one work week from the time of observation.

Review/revise growth plan as needed (Growth Plan Form)

3.3 SUMMATIVE PROCESS-The summative process refers to the stage in the system which leads to a summary of all data gathered during the total evaluation cycle. It marks the end of the cycle and requires a report of the evaluatee's status on all performance criteria and a review/development of the current growth plan.

3.3a. Summative Conference-This conference shall include all evaluation data. If there is some question about the future employment of the evaluatee based on the evaluation results, it will be discussed during this conference.

3.3b. Summative Evaluation Form -The evaluator shall complete a report rating the evaluatee on all performance criteria with additional written comments to help clarify the performance of the evaluatee. This information will be discussed at the summative conference. The summative evaluation form shall be signed by the evaluator and evaluatee. Copies of the summative evaluation form will be provided to the evaluatee, kept on file by the evaluator, and turned into the Superintendent by April to be filed in the employee's permanent file.

3.3c.- Corrective Action Plan - Plan developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation.

3.3d.-Individual Growth Plan to be completed by all employees annually and filed upon completion with the superintendent for the personnel file.

SECTION 4-APPEALS PROCESS

4.1 Local Appeals Panel-All evaluated employees shall have a right to a hearing. The district shall establish a panel to hear appeals from summative evaluations.

4.1.a-The panel shall consist of three (3) certified employees. Two members of the panel shall be elected by and from the certified employees. Two (2) alternates shall be decided from the same election. The certified employees receiving the third and fourth number of votes shall be the two (2) alternates. The superintendent shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

4.1.b-All terms of panel members and alternates shall be for three (3) years and run from July 1 to June 30. Members may be re-appointed or re-elected.

4.1.c. The chairman of the panel shall be the certified employee appointed by the superintendent.

4.1.d Any evaluatee who believes he or she was not fairly evaluated on the summative evaluation must appeal to the panel chairman within five (5) working days of the receipt of the summative evaluation.

4.1.e. The appeal shall be written and signed on the form prescribed by the superintendent. The form shall state that evaluation records may be presented and reviewed by the panel.

4.1.f-No panel member shall serve on any panel on which he/she was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for the panel. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, cousin and corresponding in-laws.

4.2 PROCEDURAL GUIDELINES OF APPEALS PANEL

4.2.a-The purpose of the hearing shall be to determine
----if the evaluation procedure was followed
----to ascertain whether summative evaluation is
substantially correct or incorrect.

4.3 Formal Hearing Process: Copies of all pertinent documentation for the hearing shall be provided for the appeals panel from the evaluator and evaluatee reasonably in advance for review by the respective parties. Confidentiality shall be maintained. The hearing time and place shall be set by the panel. The evaluator and evaluatee shall be notified and shall appear before the panel to respond to the appeal and to answer questions from the panel.

4.3.a-Legal counsel or chosen representation shall be allowed for both parties.

4.3.b. The hearing shall be audiotaped and both parties if requested in writing may have a copy of the tape.

4.3.c. Witnesses will be allowed to testify when called upon but not be present to observed the balance of the hearing.

4.3.d. The panel shall issue one of the following three recommendations to the superintendent within fourteen (14) working days from the date an appeal is filed.

Uphold the original summative evaluation

Remove the whole evaluation or any part of the summative evaluation.

Order a second evaluation conducted by a trained evaluator Employed by the district.

4.3.e.The superintendent will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee and panel members.

4.3.f. The superintendent shall give parties an opportunity to appeal to the Kentucky Board of Education.

SECTION 5- INDIVIDUAL GROWTH PLAN

5.1 Procedure-Each teacher, each year, must complete an Individual Professional Growth Plan (IGP) as part of the ongoing evaluation process. Each teacher is responsible to initiate, implement, monitor, revise (as needed) and document completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Teachers should review the school's consolidated plan and align to their growth plan areas of need in the consolidated plan.

5.2 Definition of Terms

Standards-Corresponds to the ten teacher standards on the evaluation instrument.

Demonstrators-refers to the specific bullet(s) included under standards.

Objectives-refers to a description of desired outcome/goal as a result implementation of the growth plan.

Present Stage of Development-an indication of the individual's current level of development, as it would specifically relate to standards, demonstrators, and objectives.

Specific Plans and Activities for Achieving Objectives -a listing of the specific activities in which the individual plans to engage to reach the specified objective.

Appraisal Method and Target Dates -projected date(s) for completion of activities and method by which individual will show evidence of attainment.

SECTION 6 CORRECTIVE ACTION PLAN PROCESS

6.1Any teacher who receives a "does not meet" rating on the Summative Evaluation or when an immediate change is required in teacher behavior must address that standard on the Individual Corrective Action Plan form. (This is the Growth Plan form marked as "corrective action")

SECTION 7-PERFORMANCE EVALUATION KEY-STANDARDS OF PERFORMANCE

7.1 For each valuation form, the Performance Evaluation Key is the same. The District intends to establish high standards, as reflected in the following scale:

- a. Meets Performance, Product
- b. Growth Needed in Performance, Product
- c. Does Not Meet in Performance, Product

SECTION 8-EVALUATION OF ADMINISTRATORS

8.1 For the purpose of evaluation "Administrators" include all persons listed in Section 1 (definitions).

8.2 The Superintendent of Schools (or an authorized designee) is responsible for the evaluation of all administrators. The Superintendent and authorized designee shall confer concerning thee evaluations.

8.3 Principals are responsible for the evaluation of the respective assistant principal(s) and building guidance counselors.

8.4 All administrators are to be evaluated using the following procedures:

8.5.a. An individual meeting shall be held at the start of the evaluation cycle. In addition to reviewing and discussing the evaluation procedure, topics in this conference should include:

- (1) the administrator's assignment and job description and the particular philosophy that the assignment may entail;

- (2) the "Yearly Plan of Goals and Objectives for the School or Program.
- (3) Individual Plans for Growth;
- (4) Other supporting data. The Orientation Meeting shall be documented and recorded.

8.5.b. The total time of the formal observations should be at least 80 minutes.

8.5.c. Two (2) observations, minimum as required. Observations must be documented and attached to the evaluation form.

8.5.d. Formal and informal observations must be documented and shared with the evaluatee within one work week.

8.5.e. Designations by the Superintendent of an evaluator should be made early in the school year. It is recommended that all administrative summative evaluations be done during the months of December, January, and February and completed by March 31st.

8.5.f. A summative conference shall be held at the end of the evaluation cycle and the evaluation form completed. "Plans for Growth" may be completed at this time or carried over to the next cycle.

8.5.g. Administrators have the same rights as other certified personnel concerning evaluations; the right to a local appeal within (10) workdays; the right to an appeal to the State Evaluations Appeal Panel concerning procedural violations; the opportunity to submit a written response with seven (7) workdays; and the right to have a copy of the written evaluation at least two (2) days prior to the summative conference.

SECTION 9 ANNUAL REVIEWS

9.1 The evaluation plan shall be reviewed annually to ensure that the evaluation system is serving the purposes for which it was established. Revisions are to be approved by the Robertson County Board of Education.

SECTION 10 SUPERINTENDENT'S EVALUATION

10.0 Resources will be available to assist the superintendent with his/her professional growth as outlined in KRS 156.557 and 704 KAR 3:406. This statute and regulation concerning the superintendent's professional growth will be followed

**PRE-OBSERVATION FORM-TEACHER
ROBERTSON COUNTY EVALUATION**

(To be completed by the teacher and observer before the classroom observation visit.)

_____ Teacher	_____ Observer	_____ Position
_____ School	_____ Date	_____ Time

To be completed by teacher and provided to the observer before the classroom visit.

Academic Expectations Targeted # _____ # _____ # _____ # _____

Major Lesson Content or (Unit Study) _____

Assessment of Lesson or (Culminating Performance) _____

Special/unique situations or circumstances of which observer should be aware:

Other comment/concerns: _____

Professional Growth Area _____

Observee's Signature _____ Date _____

Observer's Signature _____ Date _____

Robertson County School District

Teacher Evaluation Form with Standards and Indicators

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Name:	School:	Assignment:	Year:
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<p>STANDARD 1: Professional Leadership-The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> 1.1. Builds positive relationships within and between school and community. 1.2. Promotes leadership potential in colleagues. 1.3. Participates in professional organizations and activities. 1.4. Writes and speaks effectively. 1.5. Contributes to the profession-knowledge and expertise about teaching and learning. 1.6. Guides the development of curriculum and instructional materials. 1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities. 1.8. Initiates and develops educational projects and programs. 1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member. 1.10. Demonstrates punctuality and good attendance for all duties. 1.11. Adheres to school board policies and administrative procedures. 1.12. Adheres to the state professional Code of Ethics. 	<p>STANDARD 2: Knowledge of Content-The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> 2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught. 2.2. Communicates a current knowledge of discipline(s) taught. 2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines. 2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles. 2.5. Connects content knowledge to real-world applications. 2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught. 2.7. Analyzes sources of factual information for accuracy. 2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective. 2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
<p>STANDARD 3: Designs/Plans Instruction-The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> 3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations. 3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes. 3.3. Integrates skills, thinking processes, and content across disciplines. 3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner. 3.5. Creates and uses learning experiences that are developmentally appropriate for learners. 3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences. 3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur. 3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning. 3.9. Develops and implements appropriate assessment processes. 3.10. Secures and uses a variety of appropriate school and community resources to support learning. 3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative. 3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges. 	<p>STANDARD 4: Creates/Maintains Learning Climate-The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> 4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback. 4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities. 4.3. Shows consistent sensitivity to individuals and responds to students objectively. 4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures. 4.5. Locates and organizes materials and equipment to create an enriched multimedia environment. 4.6. Encourages and supports individual and group inquiry. 4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation. 4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies. 4.9. Works with colleagues to develop an effective learning climate within the school.

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Name:	Year:
<p>STANDARD 5: Implements/Manages Instruction-The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> 5.1. Communicates specific goals and high expectations for learning. 5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles. 5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned. 5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences. 5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences. 5.6. Stimulates students to reflect on their own and others ideas. 5.7. Uses appropriate questioning strategies to help students solve problems and think critically. 5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences. 5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction. 5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines. 5.11. Makes effective use of media and technologies. 5.12. Makes efficient use of physical and human resources and time. 5.13. Provides opportunities for students to use/practice what is learned. 5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations. 	<p>SCORE-STANDARD 6: Assesses/Communicates Learning Results-The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> 6.1. Selects and uses appropriate assessments. 6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity. 6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program. 6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results. 6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate. 6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

STANDARD 7: Reflects/Evaluates Teaching/Learning-The teacher reflects on and evaluates teaching/learning.

The extent to which the teacher:

- 7.1. Assesses and analyzes the effectiveness of instruction.
- 7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

STANDARD 8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The extent to which the teacher:

- 8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5. Secures and makes use of school and community resources that present differing viewpoints.
- 8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8. Analyzes previous collaborative experiences to improve future experiences.
- 8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs

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Year:

STANDARD 9: Engages in Professional Development-The teacher evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

The extent to which the teacher:

- 9.1. Establishes priorities for professional growth.
- 9.2. Analyzes student performance to help identify professional development needs.
- 9.3. Solicits input from others in the creation of individual professional development plans.
- 9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.

STANDARD 10: Demonstrates Implementation of Technology-The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

The extent to which the teacher:

- 10.1. Operates a multimedia computer, computer peripherals and uses a variety of software.
- 10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3. Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9. Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10. Practices equitable and legal use of computers and technology in professional activities.
- 10.11. Facilitates the lifelong learning of self and others through the use of technology.
- 10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13. Applies research-based instructional practices that use computers and other technology.
- 10.14. Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15. Uses technology to support multiple assessments of student learning.
- 10.16. Instructs and supervises students in the ethical and legal use of technology.

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FORMATIVE OBSERVATION SHEETS

Name:		School:		Assignment:		Year:	
STANDARD 1: Professional Leadership -The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.				STANDARD 2: Knowledge of Content -The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.			
COMMENTS:				COMMENTS:			
Rating _____				Rating _____			
STANDARD 3: Designs/Plans Instruction -The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.				STANDARD 4: Creates/Maintains Learning Climate -The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.			
COMMENTS:				COMMENTS:			
Rating _____				Rating _____			
STANDARD 5: Implements/Manages Instruction -The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.				STANDARD 6: Assesses/Communicates Learning Results -The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.			
COMMENTS:				COMMENTS:			
Rating _____				Rating _____			
STANDARD 7: Reflects/Evaluates Teaching/ Learning -The teacher reflects on and evaluates teaching/learning.				STANDARD 8: Collaborates with Colleagues/Parents/Others -The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.			
COMMENTS:				COMMENTS:			
Rating _____				Rating _____			
STANDARD 9: Engages in Professional Development -The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.				STANDARD 10: Demonstrates Implementation of Technology -The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.			
COMMENTS:				COMMENTS:			
Rating _____				Rating _____			
Teacher Signature _____ Date _____				Evaluator Signature _____ Date _____			

*1= Meets Performance in Performance/Product 2= Growth Needed in Performance/Product 3=Does Not Meet Performance/Product

Robertson County Schools: *Teacher Evaluation Form* (revised 5/2001)

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SUMMATIVE FORM

Name:

Year:

SUMMATIVE COMMENTS RELATING TO PROFESSIONAL GROWTH OR STRENGTH AREAS

RECOMMENDATIONS/POST CONFERENCE SIGNATURES

☐ Continue Employment ☐ Additional Evaluation Needed ☐ Not Recommended to Continue Employment

TEACHER COMMENTS ☐ (check here if attach additional pages are attached)

RECOMMENDATIONS/POST CONFERENCE SIGNATURES

☐ Continue Employment ☐ Additional Evaluation Needed ☐ Not Recommended to Continue Employment

Teacher Signature

Date

Evaluator Signature

Date

By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within seven school days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

TYPE OF PLAN (please check one) ☐ Enrichment ☐ Corrective Action*

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet; rating(s) on the Summative Evaluation.

Robertson County Schools

Individual Professional Growth Plan

(revised 05/2001)

Name: _____ School: _____ Assignment: _____ Year: _____

STANDARD(S)

DEMONSTRATOR(S):

OBJECTIVE(S):

PRESENT STAGE OF DEVELOPMENT (Check one)

☐ Awareness (knowledge and understanding of the concept)

☐ Preparation (have skills to begin to implement)

☐ Implementation (knowledge of requirements; implementing)

☐ Refinement (refining to increase student performance)

SPECIFIC PROCEDURES AND

ACTIVITIES FOR ACHIEVING OBJECTIVES:

Appraisal method and target dates for achieving objectives:

This plan is aligned with the consolidated plans and professional development plans of the school/district.

Please sign below to acknowledge mutual agreement on growth plan target(s)

Evaluatee Signature

Date

Evaluator Signature

Date

End of Cycle – Plan Status (check one)

☐ Achieved (plan completed)

☐ Revised (plan will be revised for next year)

☐ Continue (plan continued for next year)

EVALUATEE REFLECTIONS/COMMENTS

**PRE-OBSERVATION FORM-ADMINISTRATOR
ROBERTSON COUNTY EVALUATION**

(To be completed by the administrator and observer before the classroom observation visit.)

_____ Administrator	/	_____ Observer	_____ Position
_____ Work Site		_____ Date	_____ Time

(To be completed by administrator and provided to the observer before the observation.)

Activity(ies) to be Observed: _____

Product(s) to be Critiqued: _____

Special/unique situations or circumstances of which observer should be aware:

Other comment/concerns: _____

Professional Growth Area _____

Observee's Signature _____ **Date** _____

Observer's Signature _____ **Date** _____

DATA COLLECTION SUMMARY

EDUCATION ADMINISTRATORS

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

Observee _____ Position _____

Observer _____ Position _____

Observation Information:

Date _____

Activity Observed: _____

Time _____

Product Critiqued: _____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Vision <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community	1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities	1.10 Assessment data related to student learning is used in developing the school vision and goals
1.3 The core beliefs of the school vision are modeled for all stakeholders	1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1.4 The vision is developed with and among stakeholders	1.12 Barriers to achieving the vision is identified, clarified, and addressed
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated	1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
1.6 Progress toward the vision and mission is communicated to all stake holders	1.14 Existing resources are used in support of the school vision and goals
1.7 The school community is involved in school improvement efforts	1.15 The vision and implementation plans are regularly monitored, evaluated, and revised.
1.8 The vision shapes the educational programs, plans, and actions	STANDARD 1 (considerations for professional growth plan)

Standard 2: School Culture and Learning***The education administrator facilitates processes and engages in activities ensuring that:***

2.1 All individuals are treated with fairness, dignity, and respect	2.12 The school is organized and aligned for success
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals	2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
2.3 Students and staff feel valued and important	2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies
2.4 The responsibilities and contributions of each individual are acknowledged	2.15 The school culture and climate are assessed on a regular basis
2.5 Barriers to student learning are identified, clarified, and addressed	2.16 A variety of sources in information is used to make decisions
2.6 Diversity is considered in developing learning experiences	2.17 Student learning is assessed using a variety of techniques
2.7 Life long learning is encouraged and modeled	2.18 Multiple sources of information regarding performance are used by staff and students.
2.8 There is a culture of high expectations for self, student, and staff performance	2.19 A variety of supervisory and evaluation models is employed
2.9 Technologies are used in teaching and learning	2.20 Pupil personnel programs are developed to meet the needs of students and their families
2.10 Student and staff accomplishments are recognized and celebrated	Standard 2. (considerations for professional growth plan)
2.11 Multiple opportunities to learn are available to all students	

Standard 3: Management***The education administrator facilitates processes and engages in activities ensuring that:***

3.1 Knowledge of learning, teaching, and student development is used to inform management decisions	3.13 Stakeholders are involved in decisions affecting schools
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning	3.14 Responsibility is shared to maximize ownership and accountability
3.3 Emerging trends are recognized, studied, and applied as appropriate	3.15 Effective problem-framing and problem-solving skills are used
3.4 Operational plans/procedures to achieve the vision and goals of the school are in place	3.16 Effective conflict resolution skills are used
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed	3.17 Effective group-process and consensus-building skills are used
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively	3.18 Effective communication skills are used
3.7 Time is managed to maximize attainment of organizational goals	3.19 There is effective use of technology to manage school operations
3.8 Potential problems and opportunities are identified	3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
3.9 Problems are confronted and resolved in a timely manner	3.21 Safe, clean, and aesthetically pleasing school environment is created and maintained
3.10 Financial, human, and material resources are aligned to the goals of school	3.22 Human resources function support the attainment of school goals
3.11 The school acts entrepreneurially to support continuous improvement	3.23 Confidentiality and privacy of school records are maintained
3.12 Organizational systems are regularly monitored and modified as needed	Standard 3. (considerations for professional growth plan)

Standard 4: Collaboration***The education administrator facilitates processes and engages in activities ensuring that:***

4.1 High visibility, active involvement, and communication with the larger community is a priority	4.10 Community stakeholders are treated equitably
4.2 Relationships with community leaders are identified and nurtured	4.11 Diversity is recognized and valued
4.3 Information about family and community concerns, expectations, and needs is used regularly	4.12 Effective media relations are developed and maintained
4.4 There is outreach to different business, religions, political, and service agencies and organizations	4.13 Comprehensive program of community relations is established
4.5 Credence is given to individuals and groups whose values and opinions may conflict	4.14 Public resources and funds are used appropriately and wisely
4.6 The school and community serve one another as resources	4.15 Community collaboration is modeled for staff
4.7 Available community resources are secured to help the school solve problems and achieve goals	4.16 Opportunities for staff to develop collaborative skills are provided
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals	Standard 4. (considerations for professional growth plan)
4.9 Community youth family services are integrated with school programs	

Standard 5: Integrity, Fairness, Ethics***The education administrator facilitates processes and engages in activities ensuring that:***

5.1 Examines personal and professional values	5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
5.2 Demonstrates a personal and professional code of ethics	5.11 Recognized and respects the legitimate authority of others
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	5.12 Examines and considers the prevailing values of the diverse school community
5.4 Serves as a role model	5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.5 Accepts responsibility for school operations	5.14 Opens the school to public scrutiny
5.6 Considers the impact of one's administrative practices on others	5.15 Fulfills legal and contractual obligations
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain	5.16 Applies laws and procedures fairly, wisely, and considerately
5.8 Treats people fairly, equitably, and with dignity and respect	Standard 5. (considerations for professional growth plan)
5.9 Protects the rights and confidentiality of students and staff	

Standard 6: Political, Economic, Legal***The education administrator facilitates processes and engages in activities ensuring that***

6.1 The environment in which schools operate is influenced on behalf of students and their families	6.5 Public policy is shaped to provide quality education for students
6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate	6.6 Lines of communication are developed with decision makers outside the school community
6.3 There is ongoing dialogue with representatives of diverse community groups	Standard 6. (considerations for professional growth plan)
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	

SUMMATIVE CONFERENCING FORM

Education Administrators

ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
1: Vision	Meets	Growth Needed	Does Not Meet	
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 the core beliefs of the school vision are modeled for all stakeholders				
1.4 the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 progress toward the vision and mission is communicated to all stakeholders				
1.7 the school community is involved in school improvement efforts				
1.8 the vision shapes the educational programs, plans, and actions				
1.9 provides opportunities that encourage collaboration among others in the use of resources				
1.10 assessment data related to student learning is used to develop the school vision and goals				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 barriers to achieving the vision are identified, clarified, and addressed				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 existing resources are used in support of the school vision and goals				
1.15 the vision and implementation plans are regularly monitored, evaluated, and revised				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERCING FORM

Education Administrators

2: School Culture and Learning - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
2.1 all individuals are treated with fairness, dignity, and respect				
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals				
2.3 Students and staff feel valued and important				
2.4 the responsibilities and contributions of each individual are acknowledged				
2.5 barriers to student learning are identified, clarified and addressed				
2.6 diversity is considered in developing learning experiences				
2.7 life long learning is encouraged and modeled				
2.8 there is a culture of high expectations for self, student, and staff performance				
2.9 technologies are used in teaching and learning				
3.6 student and staff accomplishments are recognized and celebrated				
3.7 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
3.6 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
3.7 the school culture and climate are assessed on a regular basis				
3.8 a variety of sources in information is used to make decisions				
3.9 student learning is assessed using a variety of techniques				
3.6 multiple sources of information regarding performance are used by staff and students				
3.7 a variety of supervisory and evaluation models is employed				
2.20 pupil personnel programs are developed to meet the needs of students and their families				
Overall rating for Summative Evaluation Form				

3: Management - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
3.1 knowledge of learning, teaching, and student development is used to inform management decisions				
3.2 operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 emerging trends are recognized, studied, and applied as appropriate				
3.4 operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 collective bargaining and other contractual agreements related to the school are effectively managed				

SUMMATIVE CONFERENCING FORM
Education Administrators

3: Management (Con't)	Meets	Growth Needed	Does Not Meet	Discussed
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner.				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurally to support continuous improvement				
3.12 organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective Problem-framing and problem-solving skills are used				
3.16 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form				

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				
4.5 credence is given to individuals and groups whose values and opinions may conflict				
4.6 the school and community serve one another as resources				
4.7 available community resources are secured to help the school solve problems and achieve goals				
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				

SUMMATIVE CONFERENCING FORM
Education Administrators

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 community stakeholders are treated equitably				
4.2 diversity is recognized and valued				
4.3 effective media relations are developed and maintained				
4.4 a comprehensive program of community relations is established				
4.5 public resources and funds are used appropriately and wisely				
4.6 community collaboration is modeled for staff				
4.7 opportunities for staff to develop collaborative skills are provided				
Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
5.1 examines personal and professional values				
5.2 demonstrates a personal and professional code of ethics				
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 serves as a role model				
5.5 accepts responsibility for school operations				
5.6 considers the impact of one's administrative practices on others				
5.7 uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 treats people fairly, equitably, and with dignity and respect				
5.9 protects the rights and confidentiality of students and staff				
5.10 demonstrates appreciation for the sensitivity to the diversity in the school community				
5.11 recognized and respects the legitimate authority of others				
5.12 examines and considers the prevailing values of the diverse school community				
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 opens the school to public scrutiny				
5.15 fulfills legal and contractual obligations				
5.16 applies laws and procedures fairly, wisely, and considerately				
Overall rating for Summative Evaluation Form				

6: Political, Economic, Legal - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				

SUMMATIVE CONFERENCING FORM

Education Administrators

	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.2 public policy is shaped to provide equality education for students				
6.3 lines of communication are developed with decision makers outside the school community				
Overall rating for Summative Evaluation Form				

*This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Ratings:

Administrator Standards:

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

Meets

*Does Not Meet

Overall Rating

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Evaluatee: ☐ Agree with this summative evaluation
 ☐ Disagree with this summative evaluation

Signature

Date

Evaluator:

Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of _____
_____ district's evaluation plan.

Employment Recommendation to Central Office:

_____ Meets administrator standards for re-employment

_____ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

***Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.**

Robertson County Board of Education Evaluation Plan for Certified Staff

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PURPOSES

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SECTION 4-APPEALS PROCESS

SECTION 5-INDIVIDUAL GROWTH PLAN

SECTION 6- CORRECTIVE ACTION PLAN PROCESS

SECTION 7- PERFORMANCE EVALUATION KEY-STANDARDS OF PERFORMANCE

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FORMS

Pre-Observation Form for Teachers

Teacher Evaluation Form with Standards and Indicators

Teacher Evaluation Form-Formative Observation Sheet

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Pre-Observation Form for Administrator

Data Collection Summary (Education Administrators)

Education Administrators Summative Conferencing Form

Summative Evaluation For Administrators

Individual Professional Growth Plan(or Corrective Action Plan)

PLAN DEVELOPMENT AND APPROVAL INFORMATION

The Robertson County Superintendent, Chuck Brown, shall be the designated contact person for this evaluation plan. The plan was developed, revised and/or reviewed by two teachers and two administrators listed below and approved by the Robertson County Board of Education on May 21, 2009 Bd order # 052101-11

Jenny McLeod Teacher

Jennifer Jones Teacher

Chuck Brown Administrator

Dotti Hester Price Administrator

INTRODUCTION

Robertson County Board of Education recognizes and accepts the responsibility for providing the most effective teaching possible and for serving all students well. Teacher evaluation is one means to assure that effectiveness. We believe that an organized evaluation plan will lead to a more effective and productive teaching staff, while emphasizing professional growth.

PURPOSES

1. Improve student learning.
2. Improve the overall instructional program to provide for education success of students.
3. Motivate personnel to a higher level of performance.
4. Identify and promote effective teaching.
5. Improve the school district's credibility with the community.
6. Provide training for evaluators to assist in improving their instructional leadership.
7. Provide information for use in creating a staff development program.
8. Provide information to be using awarding contracts.
9. Keep the school system in compliance with state mandates.

SECTION I- DEFINITIONS

- 1.1 ADMINISTRATOR**—Any certified person who devotes the majority of their employed time to serve as a principal, assistant principal, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel work, guidance counselor, or school business administrator including any assistant, associate, or deputy superintendent (KRS 156.101).

- 1.2 APPEAL**-A process whereby any certified employee can formally challenge his/her evaluation.
- 1.3 CONFERENCE**-A meeting held within 1 work week following each observation involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and areas for growth leading to establishment or revision of a growth plan.
- 1.4 CONFERENCE, (SUMMATIVE)** A meeting held within one week of the final observation that includes all the evaluation data.
- 1.5 CORRECTIVE ACTION PLAN**-A plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation or formative evaluation. Specific assistance and activities are identified and progress monitored. (To be completed on the IGP form and checked as "Corrective Action".)
- 1.6 EVALUATEE**-A certified employee being evaluated (part and full-time).
- 1.7 EVALUATION**—The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products and performance. Evaluation shall include the establishment and monitoring of a growth plan.
- 1.8 EVALUATION COMMITTEE**-A group of local school district teachers and administrators responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.
- 1.9 EVALUATION PLAN**-The forms and procedures used for formative and summative components.
- 1.10 EVALUATION PROCEDURES**—The steps toward fostering professional growth and supporting personnel decisions.
- 1.10 EVALUATION STANDARDS**-The established level of performance for

certified personnel.

- 1.11 EVALUATOR**-An evaluator is a principal, assistant principal, and/or other administrator assigned by the superintendent and shall be the immediate supervisor of the individual(s) he/she evaluates. The evaluator may designate another administrator as the primary evaluator and/or as a third party observer for the evaluation. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within 5 working days of the teacher's written request, the evaluator shall select the third-part observer.
- 1.12 FORMATIVE EVALUATION**-A continuous cycle of collecting evaluation information and providing feedback and suggestions regarding the certified employee's professional growth and performance.
- 1.13 GROWTH PLAN**-A plan developed by all certified employees below the superintendent with the assistance of the evaluator to be aligned with specific goals and objectives of the school/district improvement and professional development plan and reviewed annually. The professional growth plan of the superintendent shall be pursuant to KRS 156.111.
- 1.14 INDICATORS**-The measurable behaviors and outcomes which demonstrate performance criteria.
- 1.15 OBSERVATION**-A process of gathering factual information openly and with the full knowledge of the teacher or administrator in the performance of duty, based upon predetermined criteria in the district evaluation plan.
- 1.16 PERFORMANCE CRITERIA**-The areas, specific skills and outcomes included in the standards listed in the district evaluation plan for certified personnel.
- 1.17 POST OBSERVATION CONFERENCE**-A meeting between the evaluator and evaluatee to provide feedback. The evaluator and the evaluatee will analyze the results of observation(s) and other information contributing to the establishment or revision of a growth plan.

1.18 PRE-OBSERVATION CONFERENCE-A meeting between the evaluator and the evaluatee to discuss and plan the observation.

1.19 SUMMATIVE EVALUATION- The summary of all evaluation data, including but not limited to the formative evaluation data, occurring at the end of the evaluation cycle. This includes the summative conference, and summative evaluation form which will have space for written response and become part of the official file. A copy of the evaluation is to be provided to the evaluatee.

1.20 SUPPORT STAFF-Any certified staff other than teacher or administrator.

1.21 TEACHER-A teacher is any certified staff person who directly instructs students.

SECTION 2 EVALUATION CYCLE

The Robertson County Certified Personnel Plan is individualized in that each employee is evaluated independently of all other employees including observations, conference, reporting, and planning for professional growth.

Each cycle will include formative observations, summative evaluation, and a growth plan. Formative observation will consists of formal (announced) and informal (unannounced) observations. A master schedule will be maintained and updated annually.

Approximately one-third of the tenured teachers will complete their summative evaluations each year. (Teachers will continue in their current cycle of evaluation) (evaluators may complete summatives every year or when deemed necessary if it is not the evaluation cycle year.)

The evaluation timeline is as follows:

2.1 NON-TENURED TEACHERS-All non-tenured teachers shall be evaluated on approved forms annually and shall be observed a minimum of two times on approved forms.

2.1.a. Orientation to review and discuss the evaluation shall occur within 30 days of reporting to work.

2.1.b. First formative observation shall be by December 15 (The KTIP observation maybe used for one of the Formative observations for the intern teacher but transferred to district forms.)

- 2.1.c.** Second formative observation shall be by March 15.
- 2.1.d.** Conferences are to be within one week of each observation.
- 2.1.e.** Summative evaluation form is to be turned in to the Superintendent for the evaluatee's personnel file. The evaluatee shall receive a copy of the entire evaluation
- 2.1.f.** The Growth plan shall be completed on approved forms annually and sent to the superintendent for the personnel file
- 2.1.g.** A copy of the evaluation shall be provided to the evaluatee.

2.2 TENURED TEACHERS-Certified teachers shall be evaluated at least once every three years on approved forms, but with multiple observations if an observation is unsatisfactory.

- 2.2.a.** Orientation to review and discuss the evaluation plan shall occur within 30 day of reporting to work
- 2.2.b.** Formative observations must be completed by March 15.
- 2.2.c.** Summative Evaluation including all evaluation data (a minimum of once every three years) shall be completed on approved forms and turned in to the Superintendent by April 2 for the personnel file.
- 2.2.d** The Growth plan shall be completed annually and sent to the superintendent for the personnel file.
- 2.2.e.** A copy of the evaluation shall be provided to the evaluatee.

2.3 ADMINISTRATORS-All administrators (except Superintendent) shall have summative evaluations annually on an approved form and turned in to the Superintendent for the personnel file.

- 2.3.a.**
Orientation to review and discuss the evaluation plan shall occur within 30 day of reporting to work
- 2.3.b.** Formative observations must be completed by March 15.

2.3.c Summative Evaluation including all evaluation data (a minimum of once every three years) shall be completed on approved forms and turned in to the Superintendent by April 2 for the personnel file.

2.3.d The Growth plan shall be completed annually and sent to the superintendent for the personnel file.

2.3.f A copy of the evaluation shall be provided to the evaluatee.

SECTION 3 THE EVALUATION PROCESS

The evaluation process begins with an orientation to explain and discuss the evaluation plan and ends with the development of a growth plan. The process is individualized for each employee and, except for orientation which may be accomplished in a group setting, all activities involved the individual employee and evaluator(s).

3.1 CERTIFIED EMPLOYEE ORIENTATION—At the beginning of the school year, certified employees will have the evaluation plan explained and discussed with them. This is required for all certified employees annually within thirty days after reporting for employment. The intent of the orientation is for certified employees to become knowledgeable of the evaluation system. Each evaluator shall conduct sessions individually or in groups at their perspective work places. The orientation meeting shall address the following components of the evaluation system:

- A. Performance Criteria
- B. Evaluation Procedures
- C. Growth Plan
- D. School Consolidated/Improvement Plan

3.2 FORMATIVE PROCESS—The formative process requires the evaluator to gather data related to the performance criteria and to conference with the evaluatee. More specifically, each formative evaluation for teachers shall include:

3.2.a. Pre observation conference—Evaluator and evaluatee meet to discuss classroom observation session. Teachers complete the pre observation information sheet. This form is required for a formal observation

3.2.b.Observation-Observing the employee openly in the workplace Setting. Documenting specific information to share with the Employee. Formal observation of a complete instructional block Of time is required.

3.2.c. Post observation conference -Conferencing with the evaluatee to

Identify strengths and areas of growth within one work week from the time of observation.

Review/revise growth plan as needed (Growth Plan Form)

3.3 SUMMATIVE PROCESS-The summative process refers to the stage in the system which leads to a summary of all data gathered during the total evaluation cycle. It marks the end of the cycle and requires a report of the evaluatee's status on all performance criteria and a review/development of the current growth plan.

3.3a. Summative Conference-This conference shall include all evaluation data. If there is some question about the future employment of the evaluatee based on the evaluation results, it will be discussed during this conference.

3.3b. Summative Evaluation Form -The evaluator shall complete a report rating the evaluatee on all performance criteria with additional written comments to help clarify the performance of the evaluatee. This information will be discussed at the summative conference. The summative evaluation form shall be signed by the evaluator and evaluatee. Copies of the summative evaluation form will be provided to the evaluatee, kept on file by the evaluator, and turned into the Superintendent by April to be filed in the employee's permanent file.

3.3c.- Corrective Action Plan - Plan developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation.

3.3d.-Individual Growth Plan to be completed by all employees annually and filed upon completion with the superintendent for the personnel file.

SECTION 4-APPEALS PROCESS

4.1 Local Appeals Panel-All evaluated employees shall have a right to a hearing. The district shall establish a panel to hear appeals from summative evaluations.

4.1.a-The panel shall consist of three (3) certified employees. Two members of the panel shall be elected by and from the certified employees. Two (2) alternates shall be decided from the same election. The certified employees receiving the third and fourth number of votes shall be the two (2) alternates. The superintendent shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

4.1.b-All terms of panel members and alternates shall be for three (3) years and run from July 1 to June 30. Members may be re-appointed or re-elected.

4.1.c. The chairman of the panel shall be the certified employee appointed by the superintendent.

4.1.d Any evaluatee who believes he or she was not fairly evaluated on the summative evaluation must appeal to the panel chairman within five (5) working days of the receipt of the summative evaluation.

4.1.e. The appeal shall be written and signed on the form prescribed by the superintendent. The form shall state that evaluation records may be presented and reviewed by the panel.

4.1.f-No panel member shall serve on any panel on which he/she was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for the panel. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, cousin and corresponding in-laws.

4.2 PROCEDURAL GUIDELINES OF APPEALS PANEL

4.2.a-The purpose of the hearing shall be to determine
----if the evaluation procedure was followed
----to ascertain whether summative evaluation is substantially correct or incorrect.

4.3 Formal Hearing Process: Copies of all pertinent documentation for the hearing shall be provided for the appeals panel from the evaluator and evaluatee reasonably in advance for review by the respective parties. Confidentiality shall be maintained. The hearing time and place shall be set by the panel. The evaluator and evaluatee shall be notified and shall appear before the panel to respond to the appeal and to answer questions from the panel.

4.3.a-Legal counsel or chosen representation shall be allowed for both parties.

4.3.b. The hearing shall be audiotaped and both parties if requested in writing may have a copy of the tape.

4.3.c. Witnesses will be allowed to testify when called upon but not be present to observed the balance of the hearing.

4.3.d. The panel shall issue one of the following three recommendations to the superintendent within fourteen (14) working days from the date an appeal is filed.

Uphold the original summative evaluation

Remove the whole evaluation or any part of the summative evaluation.

Order a second evaluation conducted by a trained evaluator Employed by the district.

4.3.e.The superintendent will render a decision based on the recommendation of the appeals panel within three 3) working days and notify the evaluatee and panel members.

4.3.f. The superintendent shall give parties an opportunity to appeal to the Kentucky Board of Education.

SECTION 5- INDIVIDUAL GROWTH PLAN

5.1 Procedure-Each teacher, each year, must complete an Individual Professional Growth Plan (IGP) as part of the ongoing evaluation process. Each teacher is responsible to initiate, implement, monitor, revise (as needed) and document completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Teachers should review the school's consolidated plan and align to their growth plan areas of need in the consolidated plan.

5.2 Definition of Terms

Standards-Corresponds to the ten teacher standards on the evaluation instrument.

Demonstrators-refers to the specific bullet(s) included under standards.

Objectives-refers to a description of desired outcome/goal as a result implementation of the growth plan.

Present Stage of Development-an indication of the individual's current level of development, as it would specifically relate to standards, demonstrators, and objectives.

Specific Plans and Activities for Achieving Objectives -a listing of the specific activities in which the individual plans to engage to reach the specified objective.

Appraisal Method and Target Dates -projected date(s) for completion of activities and method by which individual will show evidence of attainment.

SECTION 6 CORRECTIVE ACTION PLAN PROCESS

6.1Any teacher who receives a "does not meet" rating on the Summative Evaluation or when an immediate change is required in teacher behavior must address that standard on the Individual Corrective Action Plan form. (This is the Growth Plan form marked as "corrective action")

SECTION 7-PERFORMANCE EVALUATION KEY-STANDARDS OF PERFORMANCE

7.1 For each valuation form, the Performance Evaluation Key is the same. The District intends to establish high standards, as reflected in the following scale:

- a. Meets Performance, Product
- b. Growth Needed in Performance, Product
- c. Does Not Meet in Performance, Product

SECTION 8-EVALUATION OF ADMINISTRATORS

8.1 For the purpose of evaluation "Administrators" include all persons listed in Section 1 (definitions).

8.2 The Superintendent of Schools (or an authorized designee) is responsible for the evaluation of all administrators. The Superintendent and authorized designee shall confer concerning these evaluations.

8.3 Principals are responsible for the evaluation of the respective assistant principal(s) and building guidance counselors.

8.4 All administrators are to be evaluated using the following procedures:

8.5.a. An individual meeting shall be held at the start of the evaluation cycle. In addition to reviewing and discussing the evaluation procedure, topics in this conference should include:

- (1) the administrator's assignment and job description and the particular philosophy that the assignment may entail;

- (2) the "Yearly Plan of Goals and Objectives for the School or Program.
- (3) Individual Plans for Growth;
- (4) Other supporting data. The Orientation Meeting shall be documented and recorded.

8.5.b. The total time of the formal observations should be at least 80 minutes.

8.5.c. Two (2) observations, minimum as required. Observations must be documented and attached to the evaluation form.

8.5.d. Formal and informal observations must be documented and shared with the evaluatee within one work week.

8.5.e. Designations by the Superintendent of an evaluator should be made early in the school year. It is recommended that all administrative summative evaluations be done during the months of December, January, and February and completed by March 31st.

8.5.f. A summative conference shall be held at the end of the evaluation cycle and the evaluation form completed. "Plans for Growth" may be completed at this time or carried over to the next cycle.

8.5.g. Administrators have the same rights as other certified personnel concerning evaluations; the right to a local appeal within (10) workdays; the right to an appeal to the State Evaluations Appeal Panel concerning procedural violations; the opportunity to submit a written response with seven (7) workdays; and the right to have a copy of the written evaluation at least two (2) days prior to the summative conference.

SECTION 9 ANNUAL REVIEWS

9.1 The evaluation plan shall be reviewed annually to ensure that the evaluation system is serving the purposes for which it was established. Revisions are to be approved by the Robertson County Board of Education.

SECTION 10 SUPERINTENDENT'S EVALUATION

10.0 Resources will be available to assist the superintendent with his/her professional growth as outlined in KRS 156.557 and 704 KAR 3:406. This statute and regulation concerning the superintendent's professional growth will be followed

**PRE-OBSERVATION FORM-TEACHER
ROBERTSON COUNTY EVALUATION**

(To be completed by the teacher and observer before the classroom observation visit.)

_____ Teacher	_____ Observer	_____ Position
_____ School	_____ Date	_____ Time

To be completed by teacher and provided to the observer before the classroom visit.

Academic Expectations Targeted # _____ # _____ # _____ # _____

Major Lesson Content or (Unit Study) _____

Assessment of Lesson or (Culminating Performance) _____

Special/unique situations or circumstances of which observer should be aware:

Other comment/concerns: _____

Professional Growth Area _____

Observee's Signature _____ **Date** _____

Observer's Signature _____ **Date** _____

Robertson County School District

Teacher Evaluation Form with Standards and Indicators

(revised 5/2001)

Page 1 of 6

Name:	School:	Assignment:	Year:
<p>STANDARD 1: Professional Leadership-The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> 1.1. Builds positive relationships within and between school and community. 1.2. Promotes leadership potential in colleagues. 1.3. Participates in professional organizations and activities. 1.4. Writes and speaks effectively. 1.5. Contributes to the profession-knowledge and expertise about teaching and learning. 1.6. Guides the development of curriculum and instructional materials. 1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities. 1.8. Initiates and develops educational projects and programs. 1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member. 1.10 Demonstrates punctuality and good attendance for all duties. 1.11 Adheres to school board policies and administrative procedures. 1.12 Adheres to the state professional Code of Ethics. 		<p>STANDARD 2: Knowledge of Content-The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> 2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught. 2.2. Communicates a current knowledge of discipline(s) taught. 2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines. 2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles. 2.5. Connects content knowledge to real-world applications. 2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught. 2.7. Analyzes sources of factual information for accuracy. 2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective. 2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction. 	
<p>STANDARD 3: Designs/Plans Instruction-The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> 3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations. 3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes. 3.3. Integrates skills, thinking processes, and content across disciplines. 3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner. 3.5. Creates and uses learning experiences that are developmentally appropriate for learners. 3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences. 3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur. 3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning. 3.9. Develops and implements appropriate assessment processes. 3.10. Secures and uses a variety of appropriate school and community resources to support learning. 3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative. 3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges. 		<p>STANDARD 4: Creates/Maintains Learning Climate-The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</p> <p><i>The extent to which the teacher:</i></p> <ol style="list-style-type: none"> 4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback. 4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities. 4.3. Shows consistent sensitivity to individuals and responds to students objectively. 4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures. 4.5. Locates and organizes materials and equipment to create an enriched multimedia environment. 4.6. Encourages and supports individual and group inquiry. 4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation. 4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies. 4.9. Works with colleagues to develop an effective learning climate within the school. 	

Robertson County Schools: Teacher Evaluation Form with Standards and Indicators

(revised 5/2001)

Page 2 of 6

Name:

Year:

STANDARD 5: Implements/Manages Instruction-The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The extent to which the teacher:

- 5.1. Communicates specific goals and high expectations for learning.
- 5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6. Stimulates students to reflect on their own and others ideas.
- 5.7. Uses appropriate questioning strategies to help students solve problems and think critically.
- 5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.
- 5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11. Makes effective use of media and technologies.
- 5.12. Makes efficient use of physical and human resources and time.
- 5.13. Provides opportunities for students to use/practice what is learned.
- 5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

SCORE-STANDARD 6: Assesses/Communicates Learning Results-The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The extent to which the teacher:

- 6.1. Selects and uses appropriate assessments.
- 6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- 6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

STANDARD 7: Reflects/Evaluates Teaching/Learning-The teacher reflects on and evaluates teaching/learning.

The extent to which the teacher:

- 7.1. Assesses and analyzes the effectiveness of instruction.
- 7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

STANDARD 8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

The extent to which the teacher:

- 8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5. Secures and makes use of school and community resources that present differing viewpoints.
- 8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8. Analyzes previous collaborative experiences to improve future experiences.
- 8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs

Robertson County Schools: Teacher Evaluation Form (revised 5/2001)

Page 3 of 6

Year:

STANDARD 9: Engages in Professional Development-The teacher evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

The extent to which the teacher:

- 9.1. Establishes priorities for professional growth.
- 9.2. Analyzes student performance to help identify professional development needs.
- 9.3. Solicits input from others in the creation of individual professional development plans.
- 9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.

STANDARD 10: Demonstrates Implementation of Technology-The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

The extent to which the teacher:

- 10.1. Operates a multimedia computer, computer peripherals and uses a variety of software.
- 10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3. Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9. Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10. Practices equitable and legal use of computers and technology in professional activities.
- 10.11. Facilitates the lifelong learning of self and others through the use of technology.
- 10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13. Applies research-based instructional practices that use computers and other technology.
- 10.14. Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15. Uses technology to support multiple assessments of student learning.
- 10.16. Instructs and supervises students in the ethical and legal use of technology.

Robertson County Schools: *Teacher Evaluation Form* (revised 5/2001)

Page 5 of 6

FORMATIVE OBSERVATION SHEETS

Name: _____		School: _____		Assignment: _____		Year: _____	
STANDARD 1: Professional Leadership -The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.				STANDARD 2: Knowledge of Content -The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.			
COMMENTS:				COMMENTS:			
Rating _____				Rating _____			
STANDARD 3: Designs/Plans Instruction -The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.				STANDARD 4: Creates/Maintains Learning Climate -The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.			
COMMENTS:				COMMENTS:			
Rating _____				Rating _____			
STANDARD 5: Implements/Manages Instruction -The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.				STANDARD 6: Assesses/Communicates Learning Results -The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.			
COMMENTS:				COMMENTS:			
Rating _____				Rating _____			
STANDARD 7: Reflects/Evaluates Teaching/ Learning -The teacher reflects on and evaluates teaching/learning.				STANDARD 8: Collaborates with Colleagues/Parents/Others -The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.			
COMMENTS:				COMMENTS:			
Rating _____				Rating _____			
STANDARD 9: Engages in Professional Development -The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.				STANDARD 10: Demonstrates Implementation of Technology -The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.			
COMMENTS:				COMMENTS:			
Rating _____				Rating _____			
Teacher Signature		Date		Evaluator Signature		Date	

*1= Meets Performance in Performance/Product 2= Growth Needed in Performance/Product 3=Does Not Meet Performance/Product

SUMMATIVE FORM

Name:

Year:

SUMMATIVE COMMENTS RELATING TO PROFESSIONAL GROWTH OR STRENGTH AREAS

RECOMMENDATIONS/POST CONFERENCE SIGNATURES

☐ Continue Employment ☐ Additional Evaluation Needed ☐ Not Recommended to Continue Employment

TEACHER COMMENTS ☐ (check here if attach additional pages are attached)

RECOMMENDATIONS/POST CONFERENCE SIGNATURES

☐ Continue Employment ☐ Additional Evaluation Needed ☐ Not Recommended to Continue Employment

Teacher Signature

Date

Evaluator Signature

Date

By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within seven school days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

TYPE OF PLAN (please check one) ☐ Enrichment ☐ Corrective Action*

*The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet; rating(s) on the Summative Evaluation.

Robertson County Schools

Individual Professional Growth Plan

(revised 05/2001)

Name:	School:	Assignment:	Year:
STANDARD(S)			
DEMONSTRATOR(S):			
OBJECTIVE(S):			
PRESENT STAGE OF DEVELOPMENT (Check one)			
<input type="checkbox"/> Awareness (knowledge and understanding of the concept)		<input type="checkbox"/> Preparation (have skills to begin to implement)	
<input type="checkbox"/> Implementation (knowledge of requirements; implementing)		<input type="checkbox"/> Refinement (refining to increase student performance)	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">SPECIFIC PROCEDURES AND ACTIVITIES FOR ACHIEVING OBJECTIVES:</div> <div style="width: 50%;">Appraisal method and target dates for achieving objectives:</div> </div>			
This plan is aligned with the consolidated plans and professional development plans of the school/district. Please sign below to acknowledge mutual agreement on growth plan target(s)			
Evaluatee Signature		Evaluator Signature	
Date		Date	

End of Cycle – Plan Status (check one)

☐ Achieved (plan completed) ☐ Revised (plan will be revised for next year) ☐ Continue (plan continued for next year)

EVALUATEE REFLECTIONS/COMMENTS

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**PRE-OBSERVATION FORM-ADMINISTRATOR
ROBERTSON COUNTY EVALUATION**

(To be completed by the administrator and observer before the classroom observation visit.)

_____ Administrator	_____ Observer	_____ Position
_____ Work Site	_____ Date	_____ Time

(To be completed by administrator and provided to the observer before the observation.)

Activity(ies) to be Observed: _____

Product(s) to be Critiqued: _____

Special/unique situations or circumstances of which observer should be aware:

Other comment/concerns: _____

Professional Growth Area _____

Observee's Signature _____ **Date** _____

Observer's Signature _____ **Date** _____

DATA COLLECTION SUMMARY

EDUCATION ADMINISTRATORS

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

Observee _____ Position _____

Observer _____ Position _____

Observation Information:

Date _____

Activity Observed: _____

Time _____

Product Critiqued: _____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Vision <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community	1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities	1.10 Assessment data related to student learning is used in developing the school vision and goals
1.3 The core beliefs of the school vision are modeled for all stakeholders	1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1.4 The vision is developed with and among stakeholders	1.12 Barriers to achieving the vision is identified, clarified, and addressed
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated	1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
1.6 Progress toward the vision and mission is communicated to all stake holders	1.14 Existing resources are used in support of the school vision and goals
1.7 The school community is involved in school improvement efforts	1.15 The vision and implementation plans are regularly monitored, evaluated, and revised.
1.8 The vision shapes the educational programs, plans, and actions	STANDARD 1 (considerations for professional growth plan)

Standard 2: School Culture and Learning***The education administrator facilitates processes and engages in activities ensuring that:***

2.1 All individuals are treated with fairness, dignity, and respect	2.12 The school is organized and aligned for success
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals	2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
2.3 Students and staff feel valued and important	2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies
2.4 The responsibilities and contributions of each individual are acknowledged	2.15 The school culture and climate are assessed on a regular basis
2.5 Barriers to student learning are identified, clarified, and addressed	2.16 A variety of sources in information is used to make decisions
2.6 Diversity is considered in developing learning experiences	2.17 Student learning is assessed using a variety of techniques
2.7 Life long learning is encouraged and modeled	2.18 Multiple sources of information regarding performance are used by staff and students.
2.8 There is a culture of high expectations for self, student, and staff performance	2.19 A variety of supervisory and evaluation models is employed
2.9 Technologies are used in teaching and learning	2.20 Pupil personnel programs are developed to meet the needs of students and their families
2.10 Student and staff accomplishments are recognized and celebrated	Standard 2. (considerations for professional growth plan)
2.11 Multiple opportunities to learn are available to all students	

Standard 3: Management***The education administrator facilitates processes and engages in activities ensuring that:***

3.1 Knowledge of learning, teaching, and student development is used to inform management decisions	3.13 Stakeholders are involved in decisions affecting schools
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning	3.14 Responsibility is shared to maximize ownership and accountability
3.3 Emerging trends are recognized, studied, and applied as appropriate	3.15 Effective problem-framing and problem-solving skills are used
3.4 Operational plans/procedures to achieve the vision and goals of the school are in place	3.16 Effective conflict resolution skills are used
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed	3.17 Effective group-process and consensus-building skills are used
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively	3.18 Effective communication skills are used
3.7 Time is managed to maximize attainment of organizational goals	3.19 There is effective use of technology to manage school operations
3.8 Potential problems and opportunities are identified	3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
3.9 Problems are confronted and resolved in a timely manner	3.21 Safe, clean, and aesthetically pleasing school environment is created and maintained
3.10 Financial, human, and material resources are aligned to the goals of school	3.22 Human resources function support the attainment of school goals
3.11 The school acts entrepreneurially to support continuous improvement	3.23 Confidentiality and privacy of school records are maintained
3.12 Organizational systems are regularly monitored and modified as needed	Standard 3. (considerations for professional growth plan)

Standard 4: Collaboration***The education administrator facilitates processes and engages in activities ensuring that:***

4.1 High visibility, active involvement, and communication with the larger community is a priority	4.10 Community stakeholders are treated equitably
4.2 Relationships with community leaders are identified and nurtured	4.11 Diversity is recognized and valued
4.3 Information about family and community concerns, expectations, and needs is used regularly	4.12 Effective media relations are developed and maintained
4.4 There is outreach to different business, religions, political, and service agencies and organizations	4.13 Comprehensive program of community relations is established
4.5 Credence is given to individuals and groups whose values and opinions may conflict	4.14 Public resources and funds are used appropriately and wisely
4.6 The school and community serve one another as resources	4.15 Community collaboration is modeled for staff
4.7 Available community resources are secured to help the school solve problems and achieve goals	4.16 Opportunities for staff to develop collaborative skills are provided
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals	Standard 4. (considerations for professional growth plan)
4.9 Community youth family services are integrated with school programs	

Standard 5: Integrity, Fairness, Ethics***The education administrator facilitates processes and engages in activities ensuring that:***

5.1 Examines personal and professional values	5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
5.2 Demonstrates a personal and professional code of ethics	5.11 Recognized and respects the legitimate authority of others
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	5.12 Examines and considers the prevailing values of the diverse school community
5.4 Serves as a role model	5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.5 Accepts responsibility for school operations	5.14 Opens the school to public scrutiny
5.6 Considers the impact of one's administrative practices on others	5.15 Fulfills legal and contractual obligations
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain	5.16 Applies laws and procedures fairly, wisely, and considerately
5.8 Treats people fairly, equitably, and with dignity and respect	Standard 5. (considerations for professional growth plan)
5.9 Protects the rights and confidentiality of students and staff	

Standard 6: Political, Economic, Legal***The education administrator facilitates processes and engages in activities ensuring that*****6.1** The environment in which schools operate is influenced on behalf of students and their families**6.5** Public policy is shaped to provide quality education for students**6.2** Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate**6.6** Lines of communication are developed with decision makers outside the school community**6.3** There is ongoing dialogue with representatives of diverse community groups**Standard 6.** (considerations for professional growth plan)**6.4** The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities

SUMMATIVE CONFERENCING FORM

Education Administrators

ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Performance/Product/Portfolio Ratings (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
1: Vision				
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 the core beliefs of the school vision are modeled for all stakeholders				
1.4 the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 progress toward the vision and mission is communicated to all stakeholders				
1.7 the school community is involved in school improvement efforts				
1.8 the vision shapes the educational programs, plans, and actions				
1.9 provides opportunities that encourage collaboration among others in the use of resources				
1.10 assessment data related to student learning is used to develop the school vision and goals				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 barriers to achieving the vision are identified, clarified, and addressed				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 existing resources are used in support of the school vision and goals				
1.15 the vision and implementation plans are regularly monitored, evaluated, and revised				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM

Education Administrators

2: School Culture and Learning - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
2.1 all individuals are treated with fairness, dignity, and respect				
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals				
2.3 Students and staff feel valued and important				
2.4 the responsibilities and contributions of each individual are acknowledged				
2.5 barriers to student learning are identified, clarified and addressed				
2.6 diversity is considered in developing learning experiences				
2.7 life long learning is encouraged and modeled				
2.8 there is a culture of high expectations for self, student, and staff performance				
2.9 technologies are used in teaching and learning				
3.6 student and staff accomplishments are recognized and celebrated				
3.7 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
3.6 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
3.7 the school culture and climate are assessed on a regular basis				
3.8 a variety of sources in information is used to make decisions				
3.9 student learning is assessed using a variety of techniques				
3.6 multiple sources of information regarding performance are used by staff and students				
3.7 a variety of supervisory and evaluation models is employed				
2.20 pupil personnel programs are developed to meet the needs of students and their families				
Overall rating for Summative Evaluation Form				

3: Management - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
3.1 knowledge of learning, teaching, and student development is used to inform management decisions				
3.2 operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 emerging trends are recognized, studied, and applied as appropriate				
3.4 operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 collective bargaining and other contractual agreements related to the school are effectively managed				

SUMMATIVE CONFERENCING FORM
Education Administrators

: 3: Management (Con't)	Meets	Growth Needed	Does Not Meet	Discussed
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner.				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurally to support continuous improvement				
3.12 organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective Problem-framing and problem-solving skills are used				
3.16 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form				

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				
4.5 credence is given to individuals and groups whose values and opinions may conflict				
4.6 the school and community serve one another as resources				
4.7 available community resources are secured to help the school solve problems and achieve goals				
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				

SUMMATIVE CONFERENCING FORM
Education Administrators

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 community stakeholders are treated equitably				
4.2 diversity is recognized and valued				
4.3 effective media relations are developed and maintained				
4.4 a comprehensive program of community relations is established				
4.5 public resources and funds are used appropriately and wisely				
4.6 community collaboration is modeled for staff				
4.7 opportunities for staff to develop collaborative skills are provided				
Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
5.1 examines personal and professional values				
5.2 demonstrates a personal and professional code of ethics				
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 serves as a role model				
5.5 accepts responsibility for school operations				
5.6 considers the impact of one's administrative practices on others				
5.7 uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 treats people fairly, equitably, and with dignity and respect				
5.9 protects the rights and confidentiality of students and staff				
5.10 demonstrates appreciation for the sensitivity to the diversity in the school community				
5.11 recognized and respects the legitimate authority of others				
5.12 examines and considers the prevailing values of the diverse school community				
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 opens the school to public scrutiny				
5.15 fulfills legal and contractual obligations				
5.16 applies laws and procedures fairly, wisely, and considerately				
Overall rating for Summative Evaluation Form				

6: Political, Economic, Legal - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				

SUMMATIVE CONFERENCING FORM

Education Administrators

:	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.2 public policy is shaped to provide equality education for students				
6.3 lines of communication are developed with decision makers outside the school community				
Overall rating for Summative Evaluation Form				

*This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee	Position
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Evaluator _____ **Position** _____

School/Work Site _____

Date(s) of Observation(s) 1st 2nd 3rd 4th

Date(s) of Conference(s) 1st 2nd 3rd 4th

Ratings:

Administrator Standards:

Meets

***Does Not Meet**

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

Overall Rating

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Evaluatee: — Agree with this summative evaluation
 — Disagree with this summative evaluation

Signature

Date _____

Evaluator:

Signature

Date _____

Opportunities for appeal processes at both the local and state levels are a part of _____
_____ district's evaluation plan.

Employment Recommendation to Central Office:

Meets administrator standards for re-employment

Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

***Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.**